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SELECTED COMMUNITY RESOURCES FOR THE
WEST MARSHALL ELEMENTARY SCHOOLS

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by
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TABLE OF CONTENTS

CHAPTER	PAGE
I. INTRODUCTION.	1
The Problem	2
Statement of the problem.	3
Importance of the study	3
Definitions of Terms Used	5
Community	5
Resource persons.	6
Resource materials.	6
Resource places	6
Field trip.	6
Procedure	7
Organization.	10
II. REVIEW OF THE LITERATURE.	11
Criteria for Selection of Resource for the Handbook.	14
Criteria for Selection of a Resource by the Classroom Teacher	16
III. HISTORICAL BACKGROUND	19
Marshall County	19
West Marshall Community School District .	24
Clemons	25
LaMoille.	27

CHAPTER	PAGE
Melbourne	28
Rhodes.	29
State Center.	31
St. Anthony	33
IV. HANDBOOK OF COMMUNITY RESOURCES	35
Resource Persons.	37
Agriculture	37
Crafts.	38
Fine Arts	39
Home Economics.	43
Science	44
Social Studies.	46
Resource Materials.	57
Agriculture	57
Fine Arts	58
Science	58
Social Studies.	60
Local Resource Places	69
Agriculture	69
Science	70
Social Studies.	72
Distant Resource Places	73
Fine Arts	73

CHAPTER	PAGE
Science	74
Social Studies.	74
V. SUMMARY	76
BIBLIOGRAPHY	80
APPENDIX.	83

CHAPTER I

INTRODUCTION

Cities, towns, and rural community school districts have a vast number and variety of resources in their people, places, and things. Place all these factors together in a manageable form and you have potent teaching and learning aids. Not only are these available resources of great direct learning value to the boys and girls in classrooms but their use also provides one of the best methods of improving public relations that can be employed.

The school of today attempts to serve children and youth in school, out-of-school youth, and community adults. The school uses the community as a learning laboratory and seeks to interpret, serve, and improve living within the total community. A school may be a vital factor in many aspects of community living or it may be isolated and insulated from it.

It seems quite necessary that the school utilize the many resources that are available not only in terms of special fields of learning but also to transmit to the student the feeling of "living" in the community. Elsie Clapp defined the purpose of a community as follows:

To make a good school and to educate children in ways that will serve them as they live. Enabling them and their families to understand and develop the resources they possess and use daily. Education, a needed factor in the larger educative process we call "life", must be provided so that it may inform and illumine living.¹

If it is understood then that the community plays a vital role in modern teaching, then it seems only logical that educators should use the many available community resources to further strengthen, supplement, and enrich the education of children.

Much importance has been placed on the use of available resources by the many teachers that find environmental aids a basic supplement to textbook teaching: by the state departments that issue endless brochures along these lines; and, by the schools that build their program on community use.² These factors would tend to substantiate that the use of community resources is becoming more and more important.

I. THE PROBLEM

Statement of the problem. The purpose of this field

¹Elsie Clapp, The Use of Resources in Education (New York: Harper and Brothers, 1952), p. 3.

²Lloyd Allen Cook and Elaine F. Cook. A Sociological Approach to Education (New York, Toronto, London: McGraw-Hill Book Company, Inc., 1950), p. 374.

study was (1) to locate available community resources that will help to enrich the educational program of the West Marshall Elementary Schools; (2) to organize these community resources in such a manner as to facilitate their use; and (3) to place the organized material in each elementary building where it will be readily accessible.

Importance of the study. When one endeavors to evaluate various procedures and methods of improving instruction in the elementary school, the road seems always to turn in the direction of curriculum.

Curriculum has long been thought of as the group of subjects to be taught in the school; however, the modern more inclusive definition would have to include all of the activities, either purposely or accidentally planned, that the school provides for the growth and development of the student.

As stated by Ragen some of the implications of this broader concept of the curriculum are:

1. The curriculum exists only in the experiences of the children; it does not exist in textbooks, in the course of study, or in the plans and intentions of the teachers. The course of study has the same relationship to the curriculum that a road map has to the actual experiences involved in taking a trip. In order to evaluate the curriculum of a school, it is necessary to observe the quality of living which goes into it.

2. The curriculum does not exist in the content to be learned. The selection of useful, accurate content is a very important responsibility of teachers, but content does not constitute the curriculum until it becomes a part of the experience of the child. The amount content which becomes curriculum for one child may differ from that which becomes curriculum for another. The teacher-pupil and pupil-pupil relationship, the methods of teaching, and the evaluation procedures used are as much a part of the curriculum as the content to be learned.
3. The curriculum is an enterprise in guided living, instead of being as broad as life itself. The school curriculum represents a special environment which has been systematized, "edited", and simplified for a specific purpose.
4. The curriculum is a specialized agency for directing the interests and abilities of children toward effective participation in the life of the community and the nation. It is concerned with helping children enrich their own lives and contribute to the improvement of society through the acquisition of useful information, skills, and attitudes.¹

If the above quoted implications are to have any meaning in the elementary school there is no choice as to whether community resources are or are not to be used. They are imperative.

With the increased importance and attention that is being focused upon education today the need for positive public relations cannot be overlooked. If the school can

¹William B. Ragan, Modern Elementary Curriculum (New York: Dryden Press, 1953), p. 3.

incorporate some of the skills, abilities, and materials of its patrons into its program in such a manner as to strengthen the curriculum, it will do much to develop a feeling of participation on the part of those whose resources are being utilized. With the many reorganizations which have and still are taking place in the state of Iowa, school districts are covering a larger and larger area. The larger the territory and the more numerous the families included, the greater the difficulty of maintaining interests in civic affairs, and neighborhood sentiment is seldom of spontaneous growth.¹ If, therefore, the school can foster community participation and at the same time provide a better educational program through the use of community resources the importance of the program becomes quite apparent.

II. DEFINITIONS OF TERMS USED

Community. Community refers to the entire geographical area of the West Marshall Community School District. It includes the entire incorporated towns of Clemons, Melbourne, Rhodes, State Center, and St. Anthony. The unincorporated

¹Lloyd Allen Cook, Community Backgrounds of Education (New York and London: McGraw-Hill Book Company, Inc., 1938), p. 99.

village of LaMoille, and all of the agricultural area in between.

Resource persons. The term resource persons applies to persons of any age and background, lay or professional, who can share their specialized knowledge with students and who are willing to do so by coming into the classrooms or¹ by being interviewed elsewhere.

Resource materials. The term resource materials refers to the many things, such as collections, books, documents, antiques, crafts, photographs, etc., which can be brought into the school to enrich and broaden the education program.

Resource places. Resource places refers to all of the places, both in and outside the West Marshall Community School District, that the students may visit to further the educational purposes of the regular school curriculum.

Field trip. Field trip is a term used to designate any organized excursion which is taken by school pupils as an integral part of their academic work, and primarily for

¹Barbara V. Dielman, "Development of a Guidebook of Community Resources for the Pella Community School" (unpublished Field Study, Department of Education, Drake University, 1961), p. 5.

educational purposes.¹

III. PROCEDURE

In developing a handbook of community resources for West Marshall Community Elementary Schools, the writer first had to determine what work in this field had already been completed. In order to do this he surveyed the material in the Drake University library and also the city libraries of Des Moines, Marshalltown, and State Center.

In the survey of material much information was available as to the value of the use of community resources to broaden and enrich the school curriculum. However, the writer found very little available as to the method to be employed in locating the resources.

After much consideration it was decided that the most efficient and complete procedure for gathering the information was the use of the personal survey questionnaire and the personal interview.

The questionnaire was developed by the writer with the aid of a field study, previously written at Drake

¹Edward G. Olsen, School and Community (New York: Prentice-Hall, Inc., 1945), p. 148.

University, by Jarold Lister.¹ The questionnaire was validated by presenting it to Dr. Marvin Fellers--the writer's advisor, a minister, three teachers, and two lay people. The selected persons were asked to read the questionnaire and to make suggestions and comments which would make it an effective instrument by which to secure the desired information.

After the questionnaire² had been rewritten, following several suggestions made by the above group, it was sent home with the oldest child in each family in the West Marshall Elementary Schools, along with an explanatory letter.³ Interviews were conducted with long time residents of the towns of Clemons, Melbourne, Rhodes, and State Center in an attempt to locate those persons with valuable resources that were not directly connected with the school through its students. The persons suggested in the interviews were sent a copy of the questionnaire with a stamped self-addressed envelope for its return to the writer.

It was the opinion of the investigator that the return of the questionnaire would not only indicate the

¹Jarold Lister, "Community Resources of the Southeast Warren School District" (unpublished Field Study, Department of Education, Drake University, 1960), Appendix

²See Appendix B.

³See Appendix A.

resource but also its availability to the school for its educational programs.

When the questionnaires were returned to the writer, the information contained in them was subjected to the following six questions in an attempt to determine whether it would make a constructive contribution to the handbook:

(1) What is the nature of the resource? (2) Does it seem to have educational value? (3) Is it suitable for the elementary school child? (4) Is the time required to utilize the resource practical? (5) Is its distance from school or its cost prohibitive? (6) Do the days and hours¹ it is available coincide with the students schedule?

After the above mentioned evaluation of the material had been made it was divided into three areas: Resource Persons, Resource Materials, and Resource Places. These three categories were further divided to indicate the more specific areas of: Agriculture, Fine Arts, Crafts, Home Making, Science, and Social Studies. Under these sub-topics the available resources were organized by alphabetizing them first by specific topic and then by the contributing individual's last name.

¹Edgar Bruce Wesley and Mary A. Adams, Teaching Social Studies in Elementary Schools (Boston: D.C. Heath and Company, 1952), pp. 393-394.

IV. ORGANIZATION

This field study as conducted and presented in this report has been organized to show the available resources in the West Marshall Community School District.

Chapter I is the introductory chapter, containing the statement of the problem, the importance of the study, definitions of terms used, and the procedures used by the writer in attempting to locate the available resources in the West Marshall Community School District. Chapter II, through a review of the literature, shows the feeling of important and influential educators in the area of improving the educational program with the use of community resources. In an attempt to gain a better understanding of the West Marshall Community School District a brief history of the towns of Clemons, Melbourne, Rhodes, and State Center is included in Chapter III. Chapter IV consists of the handbook of resources. A summary of this report is contained in Chapter V.

CHAPTER II

REVIEW OF THE LITERATURE

For many years leading educators have professed a firm belief that one of the main objectives of education is to guide young people down the road that will help develop and perpetuate that society in which they live. Adams said:

The elementary school faces a tremendous responsibility for building intelligent citizenship; this is essentially its task. There is no American institution other than the elementary school which guides all of the children of all the people. In this one respect the elementary school stands alone. By their very nature other institutions have insurmountable limitations which so handicap them that they cannot possibly carry the burden of preparing children for citizenship.¹

The achievement, maintenance, and extention of the American ideal of liberty and humanity depend largely upon the kind of educational program developed by the schools. Success, security, recognition, and other desirable ambitions for all our citizens cannot be passed on in toto.²

If the elementary schools of this nation are going to do more than just give lip service to ideas such as those presented by Fay Adams, they must pay some attention to what John Dewey called the isolation of the school from life.

¹Fay Adams, Educating America's Children (New York: The Ronald Press Company, 1946), p. 5.

²Ibid., p. 7.

When the child gets into the schoolroom he has to put out of his mind a large part of the ideas, interests, and activities that predominate in his home and neighborhood. So the school being unable to utilize the everyday experiences, sets to work on another task and by a variety of means, to¹ arouse in the child an interest in school studies.

One of the outstanding achievements of the last few decades has been the increased recognition of the part which the community plays in the education of the child. A study of fifty leading educational journals showed that the number of articles concerned with community study and participation increased 986 per cent between 1930 and 1941.²

There are many aspects of the problem of school and community relationship. To some it means the public-relations program of the school; to some it means that teachers should become active members of the community; others are interested in using community resources in the instructional program; and still others think primarily in terms of finding useful community-improvement projects in which children can participate. Good elementary schools must be interested in all of these phases of the problem. One of the most effective nonschool educative agencies is the life of the community.

¹John Dewey, School and Society (revised: Chicago: University of Chicago Press, 1939), p. 75.

²Edward G. Olsen, School and Community (New York: Prentice-Hall, Inc., 1945), pp. 14-15.

It is in everyday activities of community life that children see at first hand the structure and processes of human society. Language is being used, mathematics and science are at work, music and art are being enjoyed, and history and literature are being lived in the community.

The overall job of education can be carried out only if the resources of the community and the school program¹ are coordinated and put to work.

In the preceding review of the literature it becomes quite apparent that education, in order to be a really effective experience, cannot separate the school and the community. Thus it would seem to follow that the use of resource persons, things, and places is very necessary and vital. However, an indiscriminate and increased use of community resources for the sake of use alone would be as great an educational fallacy as that of making no use of them at all.

By what criteria, then, should the use of community resources be selected? The nature of this report requires this question to be answered in two parts. The first part must give some basis for including the resource in this report, whereas the second should provide some directives to

¹William B. Ragan, Modern Elementary Curriculum (New York: The Dryden Press, Inc., 1956), p. 90.

be employed by the classroom teacher in the specific use of a resource presented in Chapter IV.

The basis of selection of items for the handbook must be of a more general nature than that to be utilized by the teacher. This is necessary as the handbook must be suited to the use of a wide variety of groups.

Criteria for selection of resources for the handbook.

Through a review of the literature this writer found the following statement by Olsen:

Any community experience is worthwhile only if it contributes in greater degree than would otherwise be likely to the educational growth of youth and to improvement of the community. Four general admonitions are in order whenever it is proposed to utilize the community as a field laboratory: (1) Use the community only when there are good a priori reasons to believe that it provides a better sort of learning experience than could be moulded within the four walls of a school. (2) Use the community only when the time available is adequate to permit advance planning and later follow-up of the experience. (3) Use the community only if the group is small enough to permit effective learning by all pupils at all times. (4) Use the community for field studies only when it would be less effective to bring the community to the school through the medium of documentary materials, audio-visual aids, and resource visitors.¹

If the above suggestions are observed, the next need then is to appraise the proposed projects in terms of specific evaluative criteria, to assure maximum educational

¹Olson, op. cit., p. 121.

growth and civic improvement. By such evaluation it will be found that some proposed activities will be decidedly worthwhile, that a great many others must be considerably revised in order to promise full value, that a few would be worthless or even harmful. In this way valid standards should save the time and energy of both teachers and students.

The review of the literature also revealed a group of specific standards, as established by Wesley and Adams, for the evaluation of social studies resources. These have been revised and adapted to more closely meet the need of this report. They were the basis for the selection of items found in the handbook of community resources.

1. What is the nature of the resource?
2. Does it seem to have educational value?
3. Is it suitable for the elementary school?
4. Is the time required to utilize the resource practical?
5. Is its distance from school or its cost prohibitive?
6. Do the days and hours it is available coincide¹ with the students' schedule?

¹ Edgar Bruce Wesley and Mary A. Adams, Teaching Social Studies in Elementary Schools (Boston: D. C. Heath and Company, 1952), pp. 393-394.

Criteria for the selection of a resource by the classroom teacher. No set of standards can be entirely valid. Each item in the following list may need to be reworded to be fully meaningful in each particular situation. Most important, no single community project will be likely to measure up in full degree to all the criteria offered. Nevertheless, some general directives are in order, and are presented here to suggest the kind of evaluative thinking that needs to be done about every proposed use of a community resource. The criteria below are grouped under two headings: Educational Values and Curriculum Content.

Criteria in Terms of Educational Values:

1. Can the project be related to the present living experiences of boys and girls?
2. Does the activity contribute to the development of needed skills, habits, ideals, outlooks, and abilities?
3. Does the activity promote critical thinking?
4. Is the experience consistent with the maturity level of the children?
5. Does it provide for differences in abilities and interests?
6. May students share in planning and evaluating the program?
7. Does the activity lead to a desire to participate actively in community life, rather than withdraw from it?
8. Does the project stimulate awareness of our need to improve human relations?
9. Does it permit the student to assume realistic citizenship responsibilities?
10. Does the activity cultivate a disposition to act for the general welfare?

Criteria in Terms of Curriculum Development:

11. Does the experience acquaint the pupil with the resources of their community?
12. Does the study show the relationships between the several aspects, processes, and problems of community life?
13. Does it provide contact with persons who are seen as human beings with needs, desires, ideals?
14. Does it offer opportunity to analyze conflicts as well as cooperation between individuals and groups in the community?
15. Does the project relate to a basic process, problem, or trend rather than to superficial aspects?
16. Does the activity make vivid and real the basic trends and tensions of life today?
17. Does the experiences involve firsthand participation in community living?
18. Does the experience include constructive personal contribution to human welfare?
19. Can the project actually improve the quality of living?
20. Is the activity within the power of the students to complete within a minimum of adult dominance?¹

In reviewing the entire problem of community resources in education, there is still another aspect that must be considered. This is the area of "teacher-community knowledge". It is increasingly expected that teachers in all fields will know how to utilize varied community resources for classroom purposes, and will be skilled in developing school activities devoted to community betterment. It is, therefore, essential that you become familiar with the community.²

¹ Olson, op. cit., p. 123.

² Ibid., p. 38.

It is impossible for the writer of this field study to present all of the aspects of the community in study; however, he will attempt to promote an interest in community study by providing in Chapter III a historical background of the West Marshall Community School District.

CHAPTER III

HISTORICAL BACKGROUND

In this chapter the writer has attempted to gain a better understanding of the community by presenting a brief history of Marshall county, by following the development of the West Marshall Community School District, and by indicating some information, past and present, concerning each of the towns now located within the boundaries of the West Marshall Community School District.

Marshall County. Marshall county was officially organized as a county with the appointment of Joseph Ferguson as organizing sheriff in the summer of 1849. It was named in honor of John Marshall, fourth chief justice of the United States.¹

The county is located near the geographical center of the state of Iowa. It is bounded on the north by four tiers of counties, on the south by four tiers, on the east by five tiers more; on the west, by six.

The boundaries of the county are wholly artificial.

¹Judge William Battin and F. A. Moscrip, Past and Present of Marshall County Iowa (Indianapolis: B. F. Bowen and Company, 1912), p. 112.

They form a perfect square, extending twenty-three miles on each side, and enclose an area of 576 square miles.

Four glaciers made important changes in the surface of the land, leveling off the tops of hills, filling in the valleys, and spreading rich topsoil over the surface. The first two glaciers, the Nebraskan and later the Kansan, covered the entire area of the county. These were followed by the Iowan which covered only the northeastern part of the county. Still later the Wisconsin glacier, the last of the great masses, left surface deposits along the western¹ border.

Most of the land in Marshall county is gently rolling prairie, but fairly extensive areas of level land are found along the Iowa River and its tributaries. In the extreme southwestern part of the county the topography ranges from rolling to hilly.

The highest point of elevation in the county is recorded at 1,116 feet above sea level. This point is located where the Chicago and North Western Railway crosses the divide between the valleys of the Iowa and Skunk Rivers. The lowest point recorded is 855 feet above sea level at

¹ Gerald Schultz, History of Marshall County Iowa, (Marshalltown: Marshalltown Printing Company, 1955), p. 13.

the crossing of the Chicago and North Western at Timber¹
Creek.

About four-fifths of the area of the county is drained by the Iowa River and its tributary streams. The Iowa River, from its source to its union with the Cedar River, is about 300 miles long. In Marshall county the principal tributary streams of the Iowa are Rock, Burnett, and Asher creeks which flow into the river from the north, whereas Timber, Linn, and Minerva, and Honey creeks flow into the river from the south and the west. The North Skunk, the largest tributary of the Skunk River, rises along the western border of Marshall county and drains the southwestern part of the county. Wolf creek, which flows into the Cedar River, drains a small area in the extreme² northwestern part of the county.

Soil of Marshall county may be divided into four classes with respect to origin and location. These four classes are (1) drift soils, (2) loess soils, (3) terrace³ soils, and (4) swamp soils.

A soil survey, published in 1922 by the Iowa Agricultural Experiment Station in cooperation with the United States Department of Agriculture, found and mapped sixteen

¹Ibid., p. 13. ²Ibid., p. 13. ³Ibid., p. 13.

separate soil types in the county. The best soils in the United States are rated No. 1 and the poorest as No. 10. In following the national ratings, slightly more than three-fourths of the soil of Marshall county is ranked among the best in the nation (No. 1). The remainder of the soil in the county ranges in productivity from No. 4 to No. 10.¹

The county was divided into townships and sections as provided for by the Land Ordinance of 1785. The first surveying was begun by Samuel W. Durham on November 8, 1846. The surveying of the county continued, by Durham and others for the next nine months and was completed in July of 1847² by John Parker.

The first white settler in Marshall county was Joseph Carper Davidson. He and his family settled on a wooded hill near the Iowa River, a mile north of what is now the town of LeGrand, in May 1846.³

Joseph M. Ferguson and Joseph Cooper were the first two persons to buy land in the county. Both of these men bought their land on June 7, 1848. The price of land at this time was \$1.25 per acre.⁴

¹Ibid., p. 14.

³Ibid., p. 24.

²Ibid., p. 23.

⁴Ibid.

On August 19, 1851, three men, B. B. Berry, Manly Gifford, and W. W. Miller, selected a site for the location of the county seat of Marshall county. This site was situated three miles north of the exact center of the county. It was named Marietta.

Soon after the selection of the site for the county seat, the towns of Marshall (now Marshalltown), Lafayette (now Albion), and LeGrand became rivals of Marietta as locations for the county seat.

After several elections, many legal proceedings, and some near violence, the county seat was finally located at Marshall on January 2, 1860.¹

The first United States census was taken in Marshall county in the year 1850. This census gave the population of the county as 338.² The population of Marshall county after the 1960 census is given as 35,611.³ The greatest growth in population in the county for a ten year period was that of 1860-1870. During this decade the population grew from 6,015 to 17,576. This is an increase of 11,561

¹Ibid., p. 24.

²Ibid., pp. 35-37.

³U. S. Bureau of the Census, U.S. Census of Population: 1960. Vol. I, Characteristics of the Population. Part A, Number of Inhabitants. (Washington, D.C., U. S. Government Printing Office, 1961), pp. 17-11.

people over the ten year period.¹

West Marshall Community School District. The West Marshall Community School District came into being on July 1, 1962.

It comprises a little more than the entire western one-third of Marshall county. It has a rectangular shape, being twenty-four miles in length from north to south and almost nine miles wide from east to west. The area of the district is given as 189.9 square miles.²

The school, as it is now reorganized, is composed of seven former high school districts and several small rural districts. The seven high school districts that now are each a part of the West Marshall District were: Clemons, LaMoille, Liberty, Melbourne, Rhodes, State Center, and St. Anthony.

The West Marshall Community School District operates one high school, grades nine through twelve, at State Center; two junior highs, grades seven and eight, one at Clemons, and the other in Melbourne; four elementary schools grades kindergarten through six, with a one section school

¹Schultz, op. cit., p. 89.

²Secretaries' minutes, Board of Education, West Marshall Community School (November, 1961).

at Clemons, Melbourne, and Rhodes, and a two section elementary school in State Center.

The total enrollment for the 1962-63 school year was 1,430. The average-daily-attendance for the West Marshall school for the same year was 1,311.48.¹

The beginning of the development of the present district dates back nine years. In 1956 a reorganization between the Clemons and Liberty school districts created the Clemons Community School District. The State Center district progressed through three reorganizations, one with LaMoille in 1956, one with St. Anthony in 1957, and one with Rhodes in 1961, each time retaining the name State Center Community School District. In 1962 the final reorganization between the Clemons Community School, the Melbourne Consolidated School, and the State Center Community School² created the West Marshall Community School District.

Clemons. Clemons, located in the north central part of Minerva township, was founded by the Clemons family in 1882. At the time of its origin it was known as Clemons Grove. It was established on the Story City branch of the Minneapolis and St. Louis Railroad. Clemons became an

¹Ibid.

²Ibid.

incorporated town on July 8, 1903.¹

An important item in the town's history was the Minerva Creamery, first organized February 28, 1890.² It was credited for the rapid growth of the village.

Clemons today is a town of 198 people, as shown by the 1960 census, this is a decrease of four over the preceding ten years, the 1950 census reported the population at 202.³ It has large well maintained homes, good black-topped streets, a city water system, and a strong school spirit. The latter was most evident during the reorganization discussions preceding the formation of the West Marshall Community Schools.

At present the school building in Clemons is being used to maintain grades kindergarten through eight, of the West Marshall Community Schools.

Clemons, today, is served by two churches, the Liberty Friends Church and the United Church of Christ.

The 1963 business directory includes: two service stations, one general trucking service, one tavern, one insurance agent, one locker plant, one elevator and feed

¹Schultz, op. cit., p. 73.

²Judge William Battin and F. A. Moscrip, Past and Present of Marshall County Iowa (Indianapolis: B. F. Bowen and Company, 1912), pp. 177-178.

³U.S. Bureau of the Census, op. cit., pp. 17-18.

service, one lumber yard, one grocery store, one construction company, one osteopath, and one barber shop.

LaMoille. This village is located two miles west of the center of Marshall county in Washington township. It was brought into existence by the Chicago and Northwestern Railroad. The railroad built a pumping station and water tanks here, and, until the laying of a double track, had a long side track which was used by meeting trains.¹

The village was platted by John L. Stevens, in 1867 and was named by Isaac Howe after a town of the same name in Vermont.²

There were no census figures given for LaMoille; however, the writer as a result of a personal canvass of the town, would estimate that the population would be between fifty and seventy-five inhabitants.

LaMoille has no school building today. The brick building that formerly housed its students was razed following a school reorganization between LaMoille and State Center in 1956. The students now attend classes in State Center.

One church, the Congregational Community Church of

¹Battin, op. cit., p. 175.

²Schultz, op. cit., p. 81.

LaMoille now serves the town and surrounding area.

One business is located in LaMoille at the present time, a garage.

Melbourne. Melbourne, a trading center of southwest Marshall county, is located on Highway Sixty-four, approximately thirteen miles southwest of Marshalltown in Logan township.

The town was platted by the Milwaukee Land Company,¹ February 23, 1882, and was incorporated December 30, 1895.

Melbourne, today is a town with good streets, many new homes, a city water system, a sanitary disposal plant, and a very active business district.

In terms of population this community has been able to maintain a slight growth. The 1950 census report indicated about 510 people resided there, whereas in 1960 the figures revealed a population of 517.² This growth, small that it is, is an exception to the general rule that small towns are losing people to the larger cities.

The West Marshall school in Melbourne is an attendance center for elementary students, grades kindergarten through six, and for junior high pupils, grades seven and

¹Ibid., p. 72.

²U. S. Bureau of the Census, op. cit., pp. 17-18.

eight.

There are three churches in Melbourne today, the Evangelical and Reformed Church, the Methodist Church, and the St. John United Church of Christ.

The present day business directory of Melbourne includes: two grocery stores, two new and used car dealers, one drug store, four service stations, a furniture store, one barber shop, one hardware store, one locker plant, one feed store, one beauty salon, one bank, one plumbing service, one truck service, two implement dealers, one lumber yard and building contractor, one elevator, one funeral home, one tavern, one cafe, and one variety store.

Rhodes. One of the earliest towns in Marshall county was Edenville, situated in the southwest corner of the county in Eden Township.¹

Green Allen and his wife acquired a six hundred acre tract of land and built the first house in the place that later became the town. In 1856 C. B. Rhodes laid out and platted the town site. He called the town Edenville. The town was incorporated on March 16, 1883.²

In 1880 Mr. Rhodes and other active citizens of the

¹ Schultz, op. cit., p. 73.

² Battin, op. cit., p. 184.

community were able to persuade the Chicago, Milwaukee and Saint Paul Railroad to lay its track through the town. C. B. Rhodes donated land for the depot site. The name of the town was changed from Edenville to Rhodes as a courtesy¹ to Conway Rhodes.

The population of the community has decreased slightly during the past ten years. The 1950 census reported a population of 369, whereas the 1960 report indicates² 358 inhabitants.

The school building in Rhodes, the oldest in the county still being used, was erected in 1883 and 1884. This first building, plus three additions, today serves as an elementary attendance center, grades kindergarten through six, for the boys and girls in the Rhodes area.

Religious services are conducted by three churches, the Methodist, the Open Bible, and St. Joseph Catholic, each week.

A directory of businesses now operating in Rhodes includes: one grocery store, one cafe, one hardware store, one tavern, one feed store, one beauty shop, two service stations, one elevator, one lumber yard, and a trucking

¹Schultz, op. cit., p. 73.

²U. S. Bureau of the Census, op. cit., pp. 17-18.

service.

State Center. State Center is the second largest town in Marshall county. It was named "State Center", because it is located in about the geographical center of the state.

In November, 1963, the Chicago and North Western Railroad bought eighty acres of land from A. C. Babcock, laid its track, and started a town called Center Station. William Barnes, the first agent, changed the name to State Center.¹ On April 14, 1867, John I. Blair, who was laying the track for the railroad, platted the town.² It grew rapidly and on August 28, 1867, became incorporated.

In an age when the smaller towns are giving way to larger metropolitan areas, State Center has continued its growth. Census figures indicate that since 1910, each succeeding count has shown an increase in population. The 1960 population was 1,142.³

The town presents a very pleasant appearance with its many new homes, large and well kept lawns, and numerous trees and shrubs.

¹Schultz, op. cit., p. 67.

²Battin, op. cit., p. 167.

³U. S. Bureau of the Census, op. cit., pp. 17-18.

The community hall, completed in 1950, houses the American Legion rooms, all the fire equipment, the city library, city clerk's office, council room, general assembly room, and a well-furnished kitchen. The electric light plant is municipally owned. City water comes from a deep well. A modern disposal plant is located on the southwest edge of town. Natural gas is available to all that wish to use it. The Central Iowa Telephone Company, having purchased the privately owned rural lines, now serves more¹ than 600 patrons.

In 1958, State Center was designated "Rose Capital of Iowa" by the Iowa Rose Society. The magnificent rose garden, is located on the north side of Highway Thirty, contains over 12,000 rose plantings donated by the leading² nurseries of the nation.

At the present time the school buildings contain all the West Marshall high school students, grades nine through twelve, and two sections of elementary children, kindergarten, through six.

The churches now serving State Center include: the Methodist Church, Presbyterian Church, St. Joseph's Catholic

¹Schultz, op. cit., p. 67.

²Official Rose Festival Pamphlet and Program, (1963).

Church, St. John's Lutheran Church, St. Paul's Lutheran Church, and Trinity Lutheran Church.

A directory of businesses now operating in State Center include: A concrete ready-mix company, two trucking firms, four garages, two beauty salons, three doctors of medicine, one chiropractor, a drug store, two funeral homes, a furniture store, one bank, one hardware store, a creamery, five cafes, four grocery stores, a lumber yard, five service stations, three insurance agencies, one stock yard, three implement dealers, one men's clothing store, a variety store, a women's clothing shop, two elevators, two car dealers, one dentist, two plumbing and heating contractors, a radio and television shop, one hatchery, a weekly newspaper, two barber shops, one locker plant, one motel, one electrical contractor, two taverns, and two body and fender repair shops.

St. Anthony. St. Anthony, located in the northwest part of the county, was platted so that the southern one-third is in Minerva township whereas the northern two-thirds is situated in Liberty township.

The village was named and platted by Anthony R. Pierce, John Q. Saint, and A. J. Mable.¹ St. Anthony became

¹ Schultz, op. cit., p. 80.

an incorporated town December 14, 1897.¹

As a result of the St. Anthony and State Center re-
organization, in 1957² the St. Anthony school building was
closed. All of the children from this village are trans-
ported to the town of State Center and attend classes there.

The town of St. Anthony maintains two churches, the
Sacred Heart Catholic Church and the St. Anthony Christian
Church.

The business directory of St. Anthony includes one
grocery store, one tavern, one elevator and feed store, two
trucking services, one turkey farm, two service stations,
and one greenhouse.

¹ Batten, op. cit., p. 186.

² Secretaries' minutes, Board of Education, West
Marshall Community School.

CHAPTER IV

HANDBOOK OF COMMUNITY RESOURCES

This chapter contains a classified list of the community resources, selected on the basis of the criteria previously established in this study, for the use in the West Marshall Community Elementary Schools.

The resource information in this chapter has been divided into three large categories: Resource Persons, Resource Materials, and Resource Places. Each of these main divisions has been further divided to indicate various study areas where the resource might be used. These include: Agriculture, Crafts, Fine Arts, Home Economics, Science, and Social Studies. Under the above six subdivisions the resources were organized by alphabetizing them first by specific topic and then by the contributing individual's last name.

The investigator used the sub-divisions as one method of organization. Placement of items does not mean this is the only place the item should be used. For example, many items found in the area of social studies can and will be valuable in the teaching of science. This multiple utility would be true in many areas.

The writer did not intend to indicate specific uses

for any of the listed items. This would depend upon the need of a given group of students at a particular time.

Of the 474 questionnaires sent home with the oldest elementary child in each family in the West Marshall Elementary Schools, 234 were returned. This was a return of 49.4 per cent. In addition to the 474 questionnaires sent into the homes of the West Marshall students, the writer also sent thirty-three questionnaires to persons in the school district that had no direct contact with the school. Of these thirty-three, twenty-seven were returned for a percentage of 81.8. In order to determine the availability of the eleven items listed under distant resource places, the writer made personal contact with each.

There are 262 different resource items listed in this report. The distribution of these 262 items is as follows: 146 resource persons; eight in agriculture, seven in crafts, twenty-six in fine arts, six in home economics, seventeen in science, and eighty-two in social studies. There are eighty items listed under resource materials; two in agriculture, three in fine arts, thirteen in science and sixty-two in social studies. Under resource places are listed thirty-six items; nine in agriculture, two in fine arts, eleven in science, and fourteen in social studies.

All of the included items in the handbook met the

test of criteria for selection in terms of: the nature of the resource, the educational value, its suitability to the elementary school, its distance from and cost to the school. Only the availability of the resource, in regard to the students' schedule, is in doubt. This final criterion can be reconciled, in most cases, by careful planning through advance contact with the resource person and the school administration.

The following material in this chapter is an outline of the selected resources, with resources grouped under appropriate headings indicating the nature of the resource.

I. RESOURCE PERSONS

Agriculture

Animals.

- A. Aves, Orville
Telephone: Hu 2-3317
Address: Melbourne, Iowa
Available resource:
Showing angus cattle.
- B. Betts, Robert W.
Telephone: Hu 2-3346
Address: Melbourne, Iowa
Available resource:
Raising rabbits
- C. Dobbin, Dan
Telephone: Iv 3-2459
Address: R.R. 2, State Center, Iowa
Available resource:
Has fitted and shown horses and beef cattle

- D. Holcomb, Glenn
Telephone: Hy 3-2627
Address: Rhodes, Iowa
Available resource:
Raising ponies.
- E. Roland, Dallas
Telephone: Gr 7-2050
Address: Clemons, Iowa
Available resource:
Has had experience raising and breeding
chihuahuas.
- F. Saxton, Mrs. Beverly
Telephone: 233-1386
Address: 1318 Glendale, Ames, Iowa
Available resource:
Raising Siamese cats.
- G. Soorholte, John E.
Telephone: Hu 2-3376
Address: Melbourne, Iowa
Available resource:
Raising and competing on National show
circuits with purebred swine.
- H. Tigges, Delmar
Telephone: 2-3319
Address: Melbourne, Iowa
Available resource:
Raising and showing registered Holstein
dairy cattle.

Crafts

Leather

- A. Bohnsack, Larry
Telephone: Iv 3-2310
Address: State Center, Iowa
Available resource:
Hobby of leather craft
- B. Grimm, Donald L.
Telephone: Nil
Address: Melbourne, Iowa
Available resource:
Hobby of leather craft

- C. Holcomb, Mrs. Margaret
Telephone: Hy 3-2627
Address: Rhodes, Iowa
Available resource:
Hobby of leather craft
- D. Womack, Mrs. Miriam J.
Telephone: Hu 3-2261
Address: Melbourne, Iowa
Available resource:
Hobby of leather craft

Woodworking

- A. Billman, Ed
Telephone: 753-8076
Address: R.F.D., Marshalltown, Iowa
Available resource:
Hobby of woodworking
- B. Curtis, Charles
Telephone: Hy 3-2671
Address: Rhodes, Iowa
Available resource:
Does wood carvings and furniture making
- C. Wiese, Donald
Telephone: Iv 3-2721
Address: State Center, Iowa
Available resource:
Hobby of woodworking

Fine Arts

Art

- A. Andrew, Ana
Telephone: Hu 2-3173
Address: Melbourne, Iowa
Available resource:
Oil painting
- B. Damman, Mrs. C. E.
Telephone: Iv 3-2208
Address: State Center, Iowa
Available resource:
Commercial art

- C. Dickkut, Mrs. Jeanette
Telephone: Hu 3-2215
Address: Melbourne, Iowa
Available resource:
Sketching and oil painting
- D. Good, Mrs. Tom
Telephone: Gr 7-2611
Address: Clemons, Iowa
Available resource:
Chalk drawing
- E. Grimm, Donald L.
Telephone: Nil
Address: Melbourne, Iowa
Available resource:
Oil painting
- F. Jones, Mrs. Harlan D.
Telephone: Iv 3-2109
Address: State Center, Iowa
Available resource:
Works in Art and Advertising Department at
Lennox Furnace Company. Makes photos for
brochures, proofreading and makes film strips
- G. Perisho, Mrs. John
Telephone: Iv 3-2742
Address: State Center, Iowa
Available resource:
Art layouts for sign painting and other art
work. Banquet decorations.

Ceramics

- A. Baddeley, Dr. William
Telephone: Iv 3-2547
Address: State Center, Iowa
Available resource:
Teaching ceramics to children

Dancing

- A. Overman, Ben
Telephone: Iv 3-2518
Address: State Center, Iowa
Available resource:
Instructor of American folk and square dancing

- B. Brennecke, David
Telephone: 753-7098
Address: R.R. 3, Marshalltown, Iowa
Available resource:
Vocal
- C. Buck, Miss Agnes M.
Telephone: Hy 3-2470
Address: Rhodes, Iowa
Available resource:
Instructor of piano
- D. Buck, Mrs. Donald
Telephone: Hy 3-2672
Address: Rhodes, Iowa
Available resource:
Piano and organ
- E. Everist, Mrs. Ronald
Telephone: Iv 3-2573
Address: State Center, Iowa
Available resource:
Vocal and instrumental
- F. German, Mrs. Lanny
Telephone: Iv 3-2379
Address: State Center, Iowa
Available resource:
Vocal
- G. Gilgen, Ray
Telephone: Hu 2-3117
Address: Melbourne, Iowa
Available resource:
Saxophone
- H. Good, Mrs. Ronald E.
Telephone: Hy 3-2709
Address: Rhodes, Iowa
Available resource:
Vocal
- I. Gowdy, Mrs. Keith
Telephone: Hu 2-3141
Address: Melbourne, Iowa
Available resource:
Piano

- J. Gray, Jack
Telephone: Hy 3-2792
Address: State Center, Iowa
Available resource:
Trumpet
- K. Shaffer, Mrs. Donald G.
Telephone: Iv 3-2724
Address: State Center, Iowa
Available resource:
Piano
- L. Steiert, James B.
Telephone: Nil
Address: Melbourne, Iowa
Available resource:
Vocal

Readings

- A. Buck, Mrs. Russell
Telephone: Hy 3-2478
Address: Rhodes, Iowa
Available resource:
Will do readings
- B. Halsted, Mrs. Harold E.
Telephone: Iv 3-2444
Address: State Center, Iowa
Available resource:
Will do readings

Writing

- A. Baie, Mrs. Forrest
Telephone: Iv 3-2386
Address: State Center, Iowa
Available resource:
Writer of poetry
- B. Holcomb, Mrs. Margaret
Telephone: Hy 3-2627
Address: Rhodes, Iowa
Available resource:
Prose

- C. Womack, Mrs. Miriam J.
Telephone: Hu 3-3361
Address: Melbourne, Iowa
Available resource:
Writer of poetry and verse

Home Economics

Cake decorating

- A. Jones, Mrs. Harlan D.
Telephone: Iv 3-2109
Address: State Center, Iowa
Available resource:
Special talent in making sugar decorations
for cakes
- B. Mahlow, Mrs. Harold
Telephone: Iv 3-2698
Address: State Center, Iowa
Available resource:
Special talent in cake decorating

Flowers

- A. Baie, Mrs. Forrest
Telephone: Iv 3-2386
Address: State Center, Iowa
Available resource:
Flower arranging
- B. Hoffman, Mrs. Margaret G.
Telephone: 752-2910
Address: R. R. 3, Marshalltown, Iowa
Available resource:
Hobby of flowers
- C. Miles, Mrs. Charles
Telephone: Hu 2-3354
Address: Melbourne, Iowa
Available resource:
Flower arranging

Sewing

- A. Edler, Mrs. Howard
Telephone: Hu 2-3275
Address: State Center, Iowa
Available resource:
Teaches fundamental operation of sewing
machines, also teenage dressmaking

ScienceAviation

- A. Bohnsack, Larry
Telephone: Iv 3-2310
Address: State Center, Iowa
Available resource:
Builds model airplanes
- B. Bohnsack, Oliver H.
Telephone: Iv 3-2607
Address: State Center, Iowa
Available resource:
Builds model airplanes
- C. Brennecke, David
Telephone: 753-7098
Address: R. R. 3, Marshalltown, Iowa
Available resource:
Airplane pilot

Birds

- A. Baddeley, Dr. William
Telephone: Iv 3-2547
Address: State Center, Iowa
Available resource:
Will give talk and show slides
- B. Baie, Mrs. Forrest
Telephone: Iv 3-2386
Address: State Center, Iowa
Available resource:
Will give a talk

- C. Hilleman, Mrs. Phyllis
Telephone: Iv 3-2424
Address: State Center, Iowa
Available resource:
Will give a talk on bird-watching and birds

Communication

- A. Chaney, Virgil D.
Telephone: Hu 2-3381
Address: Melbourne, Iowa
Available resource:
Radio
- B. Gilgen, Ray
Telephone: Hu 2-3117
Address: Melbourne, Iowa
Available resource:
Radio
- C. Henze, Mrs. Glen
Telephone: GR 7-3231
Address: State Center, Iowa
Available resource:
Former telephone operator

Electricity

- A. Christoffersen, Alan G.
Telephone: Iv 3-2221
Address: State Center, Iowa
Available resource:
Will give demonstration and talk

Photography

- A. Billman, Mrs. Ed
Telephone: 753-8076
Address: R.F.D., Marshalltown, Iowa
Available resource:
General photography
- B. Chaney, Virgil D.
Telephone: Hu 2-3381
Address: Melbourne, Iowa
Available resource:
General photography

- C. Dickkut, Mrs. Jeanette
 Telephone: Hu 2-3315
 Address: Melbourne, Iowa
 Available resource:
 Experience in finishing and tinting
 photographs
- D. Witt, Wilbur W.
 Telephone: Hu 2-3232
 Address: Melbourne, Iowa
 Available resource:
 General photography

Skin diving

- A. Brennecke, David
 Telephone: 753-7098
 Address: R.R. 3, Marshalltown, Iowa
 Available resource:
 Will give a talk

Weather

- A. Holcomb, Mrs. Margaret
 Telephone: Hy 3-2627
 Address: Rhodes, Iowa
 Available resource:
 While serving in the Waves was trained as
 a weather observer. Will give a talk.

Wild flowers

- A. Bale, Mrs. Forrest
 Telephone: Iv 3-2386
 Address: State Center, Iowa
 Available resource:
 Will give talk on various varieties and
 identification

Social Studies

Clubs and Organizations

- A. Bartlett, James
 Telephone: GR 7-2242
 Address: Albion, Iowa
 Available resource:
 National Rifle Association and Vice President
 Iowa River Gun Club, Marshalltown, Iowa

- B. Blanchard, Mrs. Rex C.
Telephone: 753-6015
Address: Marshalltown, Iowa
Available resource:
Membership chairman, Marshall County
Pre-school Child Study Group
- C. Gehring, Larry
Telephone: Iv 3-2734
Address: State Center, Iowa
Available resource:
Past President Marshall County School Masters
- D. Landon, LaVerne
Telephone: 752-2046
Address: R. R. 3, Marshalltown, Iowa
Available resource:
Board of Directors, Marshall County Milk
Dealers
- E. Paterson, Mrs. A. M.
Telephone: Gr 7-2325
Address: Clemons, Iowa
Available resource:
Member Historical Society
- F. Reisinger, Mrs. Warren
Telephone: Gr 7-2661
Address: Clemons, Iowa
Available resource:
Past President of Local and County American
Legion Auxiliary
- G. Soorholte, John E.
Telephone: Hu 3-2276
Address: Melbourne, Iowa
Available resource:
State Director Iowa Swine Council

Education

- A. Baddeley, Mrs. Elizabeth
Telephone: Iv 3-2547
Address: State Center, Iowa
Available resource:
Education in England, won a King's scholarship

Engineering

- A. Witt, Dick
Telephone: Gr 7-2025
Address: Clemons, Iowa
Available resource:
Civil Engineering and Land Surveying.
Will give talk.

Fireman

- A. Large, Albert
Telephone: Iv 3-2745
Address: State Center, Iowa
Available resource:
Trained fireman

Foreign language

- A. Baddeley, Mrs. Elizabeth
Telephone: Iv 3-2547
Address: State Center, Iowa
Available resource:
French
- B. McCormack, Gary
Telephone: 752-5842
Address: 202 N. 12th St., Marshalltown, Iowa
Available resource:
Spanish
- C. Nelson, Richard
Telephone: Gr 7-2201
Address: Clemons, Iowa
Available resource:
German
- D. Wood, Mrs. Dan
Telephone: Iv 3-2625
Address: State Center, Iowa
Available resource:
French

Government

- A. Armbrecht, W. A.
Telephone: Gr 7-2852
Address: Clemons, Iowa
Available resource:
Mayor of Clemons
- B. Buck, Donald
Telephone: Hy 3-2627
Address: Rhodes, Iowa
Available resource:
Township trustee, member of County Extension Council
- C. Buck, Howard
Telephone: Hu 2-3425
Address: Melbourne, Iowa
Available resource:
Member Iowa Senate
- D. Buck, Ralph G.
Telephone: Hy 3-2646
Address: Rhodes, Iowa
Available resource:
Marshall County Supervisor, Treasurer town of Rhodes, Director NACO, Past President of State Supervisors Association
- E. Christiansen, Marvin
Telephone: Gr 7-2762
Address: Clemons, Iowa
Available resource:
Fire Chief of Clemons
- F. Conkin, M. R.
Telephone: Iv 3-2577
Address: State Center, Iowa
Available resource:
State Center township clerk
- G. Eckhardt, Walter E.
Telephone: Iv 3-2040
Address: State Center, Iowa
Available resource:
Fire Chief town of State Center

- H. Eddy, Harry
Telephone: Hy 3-2649
Address: Rhodes, Iowa
Available resource:
Postmaster town of Rhodes
- I. Gilbert, F. B.
Telephone: Iv 3-2285
Address: State Center, Iowa
Available resource:
Former councilman, State Representative,
Iowa Highway Commissioner
- J. Guthrie, W. B.
Telephone: Hy 3-2427
Address: Rhodes, Iowa
Available resource:
Council member town of Rhodes
- K. Hilleman, Mrs. Phyllis
Telephone: Iv 3-2424
Address: State Center, Iowa
Available resource:
Library Board, School District Treasurer
- L. Holcomb, Glenn
Telephone: Hy 3-2627
Address: Rhodes, Iowa
Available resource:
Mayor of Rhodes
- M. Krupp, Floyd
Telephone: Hu 2-3222
Address: Melbourne, Iowa
Available resource:
Marshall town of Melbourne
- N. Liston, Robert
Telephone: Iv 3-2087
Address: State Center, Iowa
Available resource:
Postmaster town of State Center
- O. Malloy, Bernard
Telephone: Iv 3-2478
Address: State Center, Iowa
Available resource:
Marshall town of State Center

- P. Otto, Robert
Telephone: Gr 7-2482
Address: Clemons, Iowa
Available resource:
Marshall town of Clemons
- Q. Pollock, Mrs. Keith
Telephone: Iv 3-2029
Address: State Center, Iowa
Available resource:
Clerk town of State Center
- R. Shives, E. W.
Telephone: Gr 7-2351
Address: Clemons, Iowa
Available resource:
Council member town of Clemons
- S. Smith, Orville
Telephone: Iv 3-2184
Address: State Center, Iowa
Available resource:
Mayor of State Center
- T. Van Metre, E. T.
Telephone: Gr 7-2061
Address: Clemons, Iowa
Available resource:
Postmaster town of Clemons
- U. Vauthrin, Glenn
Telephone: Hu 2-3230
Address: Melbourne, Iowa
Available resource:
Postmaster town of Melbourne
- V. Womack, Albert
Telephone: Hu 2-3361
Address: Melbourne, Iowa
Available resource:
Mayor of Melbourne
- W. Wilson, Delmar
Telephone: Hy 3-2486
Address: Rhodes, Iowa
Available resource:
Fire Chief town of Rhodes

- X. Witt, Wilbur W.
Telephone: Hu 2-3232
Address: Melbourne, Iowa
Available resources:
Council member town of Melbourne
- Y. Zeisneiss, Ronald
Telephone: Hu 3-2126
Address: Melbourne, Iowa
Available resource:
Fire Chief town of Melbourne

Health

- A. Buck, Mrs. Russell
Telephone: Hy 3-2478
Address: Rhodes, Iowa
Available resource:
Registered nurse
- B. Cooper, Donna
Telephone: Hu 2-3427
Address: Rhodes, Iowa
Available resource:
Registered nurse
- C. Hoffman, Margaret G.
Telephone: 752-2810
Address: R. R. 3, Marshalltown, Iowa
Available resource:
Registered nurse
- D. Jones, Mrs. Harlan D.
Telephone: Iv 3-2109
Address: State Center, Iowa
Available resource:
Red Cross First Aid Instructor. Will give demonstration
- E. Mellows, Mrs. Charles C.
Telephone: Hu 2-3115
Address: R. R. 2, State Center, Iowa
Available resource:
Nursing in a Mental Institution

F. Robinson, Dr. Ray G.
Telephone: Iv 3-2003
Address: State Center, Iowa
Available resource:
City health officer

G. Sheldahl, Dr. E. W.
Telephone: Gr 7-2161
Address: Clemons, Iowa
Available resource:
Physician

History

A. Baddeley, Mrs. Elizabeth
Telephone: Iv 3-2547
Address: State Center, Iowa
Available resource:
Local and State history

B. Buck, Ralph G.
Telephone: Hy 3-2646
Address: Rhodes, Iowa
Available resource:
Local and state history

Safety

A. Mellows, Charles C.
Telephone: Hu 2-3115
Address: R. R. 2, State Center, Iowa
Available resource:
Former highway patrolman

Transportation

A. Bohnsack, Oliver H.
Telephone: Iv 3-2697
Address: State Center, Iowa
Available resource:
Truck mechanic

B. Myers, Nadine, C.
Telephone: Iv 3-2687
Address: State Center, Iowa
Available resource:
Iowa Stockman's Transportation Company

Travel (foreign)

- A. Barrett, Richard K.
Telephone: Hu 2-3258
Address: Melbourne, Iowa
Available resource:
Europe, Japan, Central America
- B. Bohnsack, Oliver H.
Telephone: Iv 2-3607
Address: State Center, Iowa
Available resource:
France, Germany, Austria, and Mexico
- C. Everist, Ronald
Telephone: Iv 2-3573
Address: State Center, Iowa
Available resource:
Canada
- D. Fiscus, Orley
Telephone: 752-2917
Address: R. R. 3, Marshalltown, Iowa
Available resource:
British Isles
- E. Goodwin, Kenneth
Telephone: Iv 3-2253
Address: State Center, Iowa
Available Resource:
Brazil, China, Trinidad, Korea, Philippines,
Panama, and Mexico
- F. Gray, Jack
Telephone: Hy 3-2692
Address: State Center, Iowa
Available resource:
Luzon and Korea
- G. Henze, Glen
Telephone: Gr 7-3231
Address: State Center, Iowa
Available resource:
Spent one year in Greenland; will give talk.

- H. Landon, LaVerne
Telephone: 752-2046
Address: R. R. 3, Marshalltown, Iowa
Available resource:
Canada (Ontario, Manitoba, Saskatchewan,
Alberta, British Columbia, and Yukon
Territory)
- I. Mansager, Kenneth
Telephone: Gr 7-2333
Address: Albion, Iowa
Available resource:
Philippines, Korea, and Japan
- J. Nelson, Richard
Telephone: Gr 7-2201
Address: Clemons, Iowa
Available resource:
Germany
- K. Reisinger, Warren
Telephone: Gr 7-2661
Address: Clemons, Iowa
Available resource:
Canada
- L. Robinson, Mrs. Helen
Telephone: Hu 2-3434
Address: Melbourne, Iowa
Available resource:
Cuba
- M. Wiese, Donald
Telephone: Iv 3-2721
Address: Melbourne, Iowa
Available resource:
Africa, Italy, Germany, France, and
Belgium
- N. Witt, Dick
Telephone: Gr 7-2025
Address: Clemons, Iowa
Available resource:
England, Belgium, France, Portugal,
Morocco, Canary Islands, and Mexico

- O. Witt, Wilbur W.
Telephone: Hu 2-3232
Address: Melbourne, Iowa
Available resource:
Mexico and Canada

Travel

- A. Barrett, Richard K.
Telephone: Hu 2-3258
Address: Melbourne, Iowa
Available resource:
Hawaii
- B. Buck, Mrs. Donald A.
Telephone: Hy 3-2672
Address: Rhodes, Iowa
Available resource:
New York, Illinois, Minnesota, Arizona
North Dakota, South Dakota, California,
Idaho, Oregon, Washington, Montana,
Wyoming, and Utah
- C. Chaney, Virgil
Telephone: Hu 2-3381
Address: Melbourne, Iowa
Available resource:
Illinois, Kentucky, Mississippi, Utah,
Alabama, Colorado, Arizona, California,
New Mexico, Missouri, Nevada, Wyoming,
Tennessee
- D. Conkin, M. R.
Telephone: Iv 3-2577
Address: State Center, Iowa
Available resource:
Minnesota, Wisconsin, Illinois, Indiana,
Missouri, Tennessee, North Carolina, Utah,
Kentucky, South Dakota, Idaho, Ohio, New
York, Pennsylvania, New Jersey, Washington, D.C.
- E. Goodwin, Kenneth
Telephone: Iv 3-2253
Address: State Center, Iowa
Available resource:
Hawaii

- F. Jones, Mrs. Harlan D.
Telephone: Iv 3-2109
Address: State Center, Iowa
Available resource:
Washington, D.C., met Pearl Mesta and
some Supreme Court Judges. Also met and
heard talk by Eleanor Roosevelt.
- G. Landon, LaVerne
Telephone: 752-2046
Address: R. R. 3, Marshalltown, Iowa
Available resource:
Illinois, Indiana, Ohio, Alabama, Utah,
Arkansas, Missouri, Wisconsin, Michigan,
Minnesota, North Dakota, South Dakota,
Texas, Kansas, Oklahoma, Kentucky,
Montana, Wyoming, Colorado, Utah, and
New Jersey
- H. Manager, Kenneth
Telephone: Gr 7-2333
Address: Albion, Iowa
Available resource:
Hawaii, Florida, California, Indiana,
Texas, Ohio, and Illinois
- I. Nicklaus, Gerald
Telephone: Hu 3-2390
Address: Melbourne, Iowa
Available resource:
Minnesota, Illinois, Nebraska, Missouri,
Arkansas, Tennessee, Kentucky, Georgia,
Alabama, Florida, and Wisconsin
- J. Perisho, John
Telephone: Iv 3-2742
Address: State Center, Iowa
Available resource:
New York, Michigan, Ohio, Indiana,
Kentucky, West Virginia, Virginia,
Vermont, Maine, Massachusetts, Rhode
Island, New Hampshire, Maryland, Delaware,
and Connecticut.

- K. Pfantz, Darwin H.
 Telephone: Hu 2-3406
 Address: Melbourne, Iowa
 Available resource:
 Illinois, Missouri, Arkansas, Texas, New
 Mexico, California, Nebraska, Utah,
 Colorado, Nevada, Arizona, Minnesota,
 Kansas, Wyoming, New York, Louisiana,
 North Dakota, South Dakota, and New Jersey

Sports

- A. Good, Ronald E.
 Telephone: Hy 3-2709
 Address: Rhodes, Iowa
 Available resource:
 Little League baseball umpire.
- B. Saxton, Mrs. Beverly
 Telephone: 233-1386
 Address: 1318 Glendale, Ames, Iowa
 Available resource:
 Archery, swimming (water safety and first
 aid), will give talk.
- C. Steiert, James B.
 Telephone: Nil
 Address: Melbourne, Iowa
 Available resource:
 Wrestling, will give talk

II. RESOURCE MATERIALS

Agriculture

Farm problems

- A. Paterson, Mrs. A. M.
 Telephone: Gr 7-2325
 Address: Clemons, Iowa
 Available resource:
 Scrapbook of conservation, and general
 farm problems.

- B. Perisho, Mrs. John
Telephone: Iv 3-2742
Address: State Center, Iowa
Available resource:
Scrapbook of farm shop hints, farm
crops (disease and care)

Fine Arts

Bells

- A. Dobbin, Mrs. Dan
Telephone: Iv 3-2459
Address: R. R. 2, State Center, Iowa
Available resource:
Collection of bells

Ceramics

- A. Howell, Mrs. Charlotte E.
Telephone: Hy 3-2601
Address: Rhodes, Iowa
Available resource:
Collection of ceramic angels

Clocks

- A. Speers, Mrs. George
Telephone: Iv 3-2521
Address: State Center, Iowa
Available resource:
Collection of antique clocks

Science

Animals

- A. Curtis, Charles
Telephone: Hy 3-2671
Address: Rhodes, Iowa
Available resource:
Collection of small mammal skulls.

Aviation

- A. Chaney, Virgil D.
Telephone: Hu 2-3381
Address: Melbourne, Iowa
Available resource:
Collection of model airplanes

Insects

- A. Bohnsack, Larry
Telephone: Iv 3-2310
Address: State Center, Iowa
Available resource:
Insect collection
- B. Dickkut, Mrs. Jeanette
Telephone: Hu 3-2215
Address: Melbourne, Iowa
Available resource:
Insect collection

Leaves

- A. Gamble, Mrs. Lela
Telephone: Iv 3-2063
Address: State Center, Iowa
Available resource:
Leaf collection

Rocks

- A. Damman, Mrs. C. E.
Telephone: Iv 3-2208
Address: State Center, Iowa
Available resource:
Rock collection
- B. Dannen, Mrs. George
Telephone: Hu 2-3353
Address: Melbourne, Iowa
Available resource:
Rock collection

- C. Dickkut, Mrs. Jeanette
 Telephone: Hu 3-2215
 Address: Melbourne, Iowa
 Available resource:
 Rock collection
- D. Fiscus, Orley
 Telephone: 752-2017
 Address: R. R. 3, Marshalltown, Iowa
 Available resource:
 Rock collection
- E. Gamble, Mrs. Lela
 Telephone: Iv 3-2063
 Address: State Center, Iowa
 Available resource:
 Rock collection
- F. Landon, LaVerne
 Telephone: 752-2046
 Address: R. R. 3, Marshalltown, Iowa
 Available resource:
 Rocks containing fossils collected on
 own farm
- G. Speers, Mrs. George
 Telephone: Iv 3-2521
 Address: State Center, Iowa
 Available resource:
 Rock collection

Seashells

- A. Hilleman, Mrs. Phyllis
 Telephone: Iv 3-2424
 Address: State Center, Iowa
 Available resource:
 Seashell collection

Social Studies

Authentic foreign articles

- A. Baddeley, Mrs. Elizabeth
 Telephone: Iv 3-2547
 Address: State Center, Iowa
 Available resource:
 Wedgewood ware, snuff box (1800), loving
 cup (1850), and Royal Doulton china

- B. Buck, Mrs. Donald
Telephone: Hy 3-2672
Address: Rhodes, Iowa
Available resource:
China and glassware from Sweden,
Denmark, and Italy
- C. Buck, Mrs. Russell
Telephone: Hy 3-2478
Address: Rhodes, Iowa
Available resource:
Table cloth, napkins, apron, and
platter from Mexico
- D. Bush, Mrs. Wayne W.
Telephone: Gr 7-2627
Address: Clemons, Iowa
Available resource:
Foreign coins and a few guns
- E. Cooper, Donna
Telephone: Hu 2-3437
Address: Rhodes, Iowa
Available resource:
Japanese pajamas, music box, and a few dolls
- F. Dickkut, Mrs. Jeanette
Telephone: Hu 3-2215
Address: Melbourne, Iowa
Available resource:
Doll collection from various foreign
countries
- G. Dobbin, Mrs. Dan
Telephone: Iv 3-2459
Address: State Center, Iowa
Available resource:
Tray from Damascus, silver chocolate server
from Denmark, and foreign dolls in costume
- H. Focht, Mrs. Ray W.
Telephone: Hu 2-3418
Address: Melbourne, Iowa
Available resource:
Swiss costume, men's clothing from Germany,
and assorted items from European and Middle
Eastern countries

- I. Goodwin, Kenneth
Telephone: Iv 3-2253
Address: State Center, Iowa
Available resource:
Coins from several countries
- J. Gray, Jack
Telephone: Hy 3-2692
Address: Rhodes, Iowa
Available resource:
Kimono from Korea
- K. Guthrie, Mrs. W. B.
Telephone: Hy 3-2427
Address: Rhodes, Iowa
Available resource:
Camel saddle from Tunisia, brass items
from Egypt, leather hassock from Lebanon,
bathrobe and handmade rugs from Turkey,
china from Germany, and amethyst from
Brazil
- L. Hilleman, Mrs. Dale
Telephone: 103-2038
Address: State Center, Iowa
Available resource:
Many articles from France and Korea
- M. Hills, Raymond E.
Telephone: Nil
Address: Melbourne, Iowa
Available resource:
Articles from Columbia and South America
- N. Mansager, Kenneth
Telephone: Gr 7-2333
Address: Albion, Iowa
Available resource:
Flag, fan, and kimono from Korea
- O. Paterson, Mrs. A. M.
Telephone: Gr 7-2325
Address: Clemons, Iowa
Available resource:
Dishes and assorted items from several
countries

- P. Witt, Wilbur W.
 Telephone: Hu 2-3232
 Address: Melbourne, Iowa
 Available resource:
 Several articles from Mexico

Historical documents

- A. Baddeley, Dr. William
 Telephone: Iv 3-2547
 Address: State Center, Iowa
 Available resource:
 Collection of historical documents
- B. Buck, Ralph G.
 Telephone: Hy 3-2646
 Address: Rhodes, Iowa
 Available resource:
 Collection of historical documents
- C. Paterson, Mrs. A. M.
 Telephone: Gr 7-2325
 Address: Clemons, Iowa
 Available resource:
 Library of histories, biographies

History (local and state)

- A. McCormack, Gary
 Telephone: 752-5842
 Address: 202 N. 12th St. Marshalltown, Iowa
 Available resource:
 Knowledge of local and state history
- B. Nicklaus, Gerald
 Telephone: Hu 2-3490
 Address: Melbourne, Iowa
 Available resource:
 Knowledge of local and state history

Indians

- A. Paterson, Mrs. A. M.
 Telephone: Gr 7-2325
 Address: Clemons, Iowa
 Available resource:
 Indian relec collection

Money

- A. Baddeley, Dr. William
Telephone: Iv 3-2547
Address: State Center, Iowa
Available resource:
Coin collection
- B. Bush, Mrs. Wayne W.
Telephone: Gr 7-2627
Address: Clemons, Iowa
Available resource:
Coin collection
- C. Chaney, Virgil D.
Telephone: Hu 2-3381
Address: Melbourne, Iowa
Available resource:
Coin collection
- D. Cooper, Donna
Telephone: Hu 2-3437
Address: Rhodes, Iowa
Available resource:
Coin collection
- E. Dannen, Mrs. George
Telephone: Hu 2-3353
Address: Melbourne, Iowa
Available resource:
Coin collection
- F. Dudley, Wayne C.
Telephone: Gr 7-2615
Address: St. Anthony, Iowa
Available resource:
Coin collection
- G. Eddy, Allan
Telephone: Hy 3-2649
Address: Rhodes, Iowa
Available resource:
Coin collection
- H. Focht, Mrs. Ray W.
Telephone: Hu 2-3418
Address: Melbourne, Iowa
Available resource:
Coin collection

- I. Grimm, Donald L.
Telephone: Nil
Address: Melbourne, Iowa
Available resource:
Coin collection
- J. Large, Albert
Telephone: Iv 3-2845
Address: State Center, Iowa
Available resource:
Coin collection
- K. Mosebach, Robert N.
Telephone: Hu 2-3106
Address: Melbourne, Iowa
Available resource:
Coin collection.
- L. Nicklaus, Gerald
Telephone: Hu 2-3490
Address: Melbourne, Iowa
Available resource:
Coin collection
- M. Riemenschieder, Mrs. William
Telephone: Iv 3-2106
Address: State Center, Iowa
Available resource:
Coin collection
- N. Saxton, Mrs. Beverly
Telephone: 233-1386
Address: 1318 Glendale, Ames, Iowa
Available resource:
Coin collection
- O. Womack, Mrs. Miriam J.
Telephone: Hu 2-3361
Address: Melbourne, Iowa
Available resource:
Coin collection

Old books

- A. Charlier, Mrs. Ethel L.
Telephone: Gr 7-2632
Address: Clemons, Iowa
Available resource:
Several very old bibles

- B. Focht, Mrs. Ray
Telephone: Hu 2-3418
Address: Melbourne, Iowa
Available resource:
Collection of old books
- C. Hilleman, Mrs. Dale
Telephone: 103-2038
Address: State Center, Iowa
Available resource:
Collection of old books
- D. Richeson, Mrs. Della M.
Telephone: Nil
Address: Rhodes, Iowa
Available resource:
Several very old books, two bibles dating
back to 1870

Photography

- A. Buck, Mrs. Donald
Telephone: Hy 3-2672
Address: Rhodes, Iowa
Available resource:
Many slides of travel in foreign countries
- B. Focht, Mrs. Ray W.
Telephone: Hu 2-3418
Address: Melbourne, Iowa
Available resource:
Many slides of travel in foreign countries

Pottery

- A. Pfantz, Darwin H.
Telephone: Hu 2-3406
Address: Melbourne, Iowa
Available resource:
Pottery collection

Stamps

- A. Bohnsack, Larry
Telephone: Iv 3-2310
Address: State Center, Iowa
Available resource:
Stamp collection

- B. Bush, Mrs. Wayne W.
Telephone: Gr 7-2627
Address: Clemons, Iowa
Available resource:
Stamp collection
- C. Eddy, Harry
Telephone: Hy 3-2649
Address: Rhodes, Iowa
Available resource:
Stamp collection
- D. Fiscus, Orley
Telephone: 752-2917
Address: R. R. 3, Marshalltown, Iowa
Available resource:
Stamp collection
- E. Hilleman, Mrs. Dale
Telephone: 103-2038
Address: State Center, Iowa
Available resource:
Stamp collection
- F. Holcomb, Mrs. Glenn
Telephone: Hy 3-2627
Address: Rhodes, Iowa
Available resource:
Stamp collection
- G. Mansager, Kenneth
Telephone: Gr 7-2333
Address: Albion, Iowa
Available resource:
Stamp collection
- H. Speers, Mrs. George
Telephone: Iv 3-2521
Address: State Center, Iowa
Available resource:
Stamp collection
- I. Tigges, Delmar
Telephone: Hu 2-3319
Address: Melbourne, Iowa
Available resource:
Stamp collection

Transportation

- A. Chaney, Virgil D.
 Telephone: Hu 2-3381
 Address: Melbourne, Iowa
 Available resource:
 Model car and ship collection

Travel (foreign)

- A. Baddeley, Dr. William
 Telephone: Iv 3-2547
 Address: State Center, Iowa
 Available resource:
 Italy, Egypt, Israel, Jordan, Lebanon,
 Syria, Greece, Belgium, Canada, Great
 Britain, and Ireland
- B. Buck, Mrs. Donald
 Telephone: Hy 3-2672
 Address: Rhodes, Iowa
 Available resource:
 Luxembourg, Germany, Switzerland,
 Italy, France, England, Scotland,
 Norway, Sweden, Denmark, Holland,
 and Belgium
- C. Curtis, Charles
 Telephone: Hy 3-2671
 Address: Rhodes, Iowa
 Available resource:
 England, Germany
- D. Focht, Mrs. Ray W.
 Telephone: Hu 2-3418
 Address: Melbourne, Iowa
 Available resource:
 Farm youth exchange student to
 Switzerland and several European
 countries. Great Britain, Canada
- E. Gehring, Larry
 Telephone: Iv 3-2734
 Address: State Center, Iowa
 Available resource:
 Korea, Japan, Philippines, and most
 of the Pacific Islands

- F. Gilbert, F. B.
Telephone: Iv 3-2285
Address: State Center, Iowa
Available resource:
Central Europe, Middle East, Cuba, Haiti,
Mexico, Dominican Republic, and Canada
- G. Pfantz, Darwin H.
Telephone: Hu 2-3408
Address: Melbourne, Iowa
Available resource:
France, Switzerland, Germany, and
North Africa
- H. Soorholte, John E.
Telephone: Hu 2-3376
Address: Melbourne, Iowa
Available resource:
Germany, France, Switzerland, Holland,
and Italy

III. LOCAL RESOURCE PLACES

Agriculture

Animals

- A. Dudley, Wayne C.
Telephone: Gr 7-2615
Address: St. Anthony, Iowa
Available resource:
Raising, training show horses
- B. Larrick, Claud
Telephone: Hu 2-3359
Address: Melbourne, Iowa
Available resource:
Sheep shearing demonstration
- C. Poling, Kenneth
Telephone: Iv 3-2525
Address: State Center, Iowa
Available resource:
Raising and showing mink

Creamery

- A. State Center Creamery
Telephone: Iv 3-2291
Address: State Center, Iowa
Available resource:
Tour

Dairy farm

- A. Focht, Ray W.
Telephone: Hu 2-3418
Address: Melbourne, Iowa
Available resource:
Tour
- B. Landon, LaVerne
Telephone: 752-2046
Address: R. R. 3, Marshalltown, Iowa
Available resource:
Tour

Elevator

- A. Goodman Milling, Inc. (Contact Delos Goodman)
Telephone: Iv 3-2401
Address: State Center, Iowa
Available resource:
Tour

Poultry

- A. Speers Hatchery (Contact George Speers)
Telephone: Iv 3-2521
Address: State Center, Iowa
Available resource:
Tour

ScienceCommunication

- A. Failor, Martin
Telephone: Hy 3-2665
Address: Rhodes, Iowa
Available resource:
Ham-radio operator

Flowers

- A. Allan, Mrs. Fred
Telephone: Hy 3-2666
Address: Rhodes, Iowa
Available resource:
Many varieties
- B. Richeson, Mrs. Della M.
Telephone: Nil
Address: State Center, Iowa
Available resource:
Many varieties
- C. Rhodes Greenhouse (Contact C. S. Anderson)
Telephone: Hy 3-2417
Address: Rhodes, Iowa
Available resource:
Tour
- D. State Center Rose Garden (Contact Waldemer Koepke)
Telephone: Iv 3-2301
Address: State Center, Iowa
Available resource:
Many varieties

Lumber

- A. Denniston and Partridge Lumber Co. (Contact Donald Lane)
Telephone: Iv 3-2090
Address: State Center, Iowa
Available resource:
Tour

Photography

- A. Buck, Russell
Telephone: Hy 3-2478
Address: Rhodes Iowa
Available resource:
Demonstration developing and finishing photos

Rocks (cut and polish)

- A. Miller, Ronald
Telephone: Hu 2-3327
Address: Melbourne, Iowa
Available resource:
Demonstration

Social StudiesAntiques

- A. Andrew, Ana
Telephone: Hu 2-3327
Address: Melbourne, Iowa
Available resource:
Show collection
- B. Fiscus, Orley
Telephone: 752-2917
Address: R. R. 3, Marshalltown, Iowa
Available resource:
Show collection
- C. Focht, Mrs. Ray W.
Telephone: Hu 2-3418
Address: Melbourne, Iowa
Available resource:
Show collection
- D. Jackson, Mrs. Forrest
Telephone: Iv 3-2413
Address: State Center, Iowa
Available resource:
Show collection
- E. Richeson, Mrs. Della M.
Telephone: Nil
Address: State Center, Iowa
Available resource:
Room furnished with antique furniture, and
many other antique articles

Banks

- A. Central State Bank (Contact W. L. Haesmeyer)
 Telephone: Iv 3-2505
 Address: State Center, Iowa
 Available resource:
 Tour
- B. Melbourne Savings Bank (Contact A. L. Mosebach)
 Telephone: Hu 2-3105
 Address: Melbourne, Iowa
 Available resource:
 Tour

Newspaper

- A. State Center Enterprise (Contact Marshall Watson)
 Telephone: Iv 3-2120
 Address: State Center, Iowa
 Available resource:
 Tour

Rug Weaving

- A. Charlier, Mrs. Ethel L.
 Telephone: Gr 7-2632
 Address: Clemons, Iowa
 Available resource:
 Demonstration. Contact several days in advance

IV. DISTANT RESOURCE PLACES

Fine ArtsArt

- A. Des Moines Art Center
 Telephone: Cr 7-3305
 Address: Polk Blvd. and Grand Ave., Des Moines
 Available resource:
 Guided tour

ScienceAviation

- A. Des Moines Municipal Airport
Telephone: 285-2881
Address: S.W. 21st and Army Post Rd.,
Des Moines, Iowa
Available resource:
Guided tour

Florists

- A. Midwest Floral Company
Telephone: 752-5447
Address: Marshalltown, Iowa
Available resource:
Guided tour

Parks

- A. Ledges State Park (Contact park custodian)
Address: Boone, Iowa
Available resource:
Guided tour

Social StudiesBakery

- A. Strand's Bakery
Telephone: 753-5531
Address: Marshalltown, Iowa
Available resource:
Guided tour

Dairy

- A. Borden's Dairy
Telephone: 753-6668
Address: Marshalltown, Iowa
Available resource:
Guided tour

Government

- A. Iowa State Capitol
Telephone: At 8-7111
Address: East 10th, Grand Ave., Des Moines, Ia.
Available resource:
Guided tour of the Statehouse, Capitol, and
Capitol grounds

History

- A. State Historical Building
Telephone: At 8-7111
Address: East 12th, Grand Ave., Des Moines, Ia.
Available resource:
Guided tour

Newspaper

- A. Register and Tribune
Telephone: Ch 3-2111
Address: 715 Locust, Des Moines, Iowa
Available resource:
Guided tour

CHAPTER V

SUMMARY

The purpose of this field study was: (1) to locate available community resources that will help to enrich the educational program of the West Marshall Elementary Schools; (2) to organize these community resources in such a manner as to facilitate their use; and (3) to place the organized material in each elementary building where it will be readily accessible.

The procedure employed by the investigator to develop the handbook of community resources was: (1) a survey of the literature was conducted to determine the importance of the use of community resources in education, and on what basis the resources in the handbook should be selected; (2) in an attempt to better acquaint himself with the community being surveyed, the writer reviewed a brief history of the towns of Clemons, LaMoille, Melbourne, Rhodes, State Center, and St. Anthony; (3) a questionnaire which was validated with the assistance of seven people, the investigator's advisor, Dr. Marvin Fellers, a minister, three teachers, and two lay people, was sent home with the oldest child in each family in the West Marshall Elementary Schools. Interviews were conducted with long time residents of

Clemons, Melbourne, Rhodes, and State Center in an attempt to locate those persons with valuable resources that were not directly connected with the school. After the questionnaires had been returned, they were screened on the basis of the previously established criteria. Upon completion of the screening the resources were divided into three areas: Resource Persons, Resource Materials, Resource Places. These three categories were further divided into the areas of Agriculture, Crafts, Fine Arts, Home Making, Science, and Social Studies. Under these sub-topics the available resources were organized by alphabetizing them by specific topic and then by the contributor's last name.

A tabulation of the material returned, revealed that of the 474 questionnaires sent home with the oldest elementary child in each family in the West Marshall Elementary Schools, 234 were returned. This was a return of 49 per cent. In addition to the 474 questionnaires sent into the homes of the West Marshall students, the writer also sent thirty-three questionnaires to persons in the school district that had no direct contact with the school. Of these thirty-three, twenty-seven were returned for a percentage of 81. In order to determine the availability of the eleven items listed under distant resource places, the writer made personal contact with each.

The review of the literature pointed out two vital and necessary needs concerning this study: The need for criteria by which to select resources for the handbook, and the need for criteria to be employed by the teacher in the specific use of a selected resource.

Criteria, adapted by the investigator for selection of resources for the handbook were:

1. What is the nature of the resource?
2. Does it seem to have educational value?
3. Is it suitable for the elementary school?
4. Is the time required to utilize the resource practical?
5. Is its distance from school or its cost prohibitive?
6. Do the days and hours it is available coincide¹ with the student's schedule?

Criteria for the selection of a resource by the classroom teacher. No set of standards can be entirely valid. Each item in the following list may need to be reworded to be fully meaningful in each particular situation. Most important, no single community project will be likely to

¹Edgar Bruce Wesley and Mary A. Adams, Teaching Social Studies in Elementary Schools (Boston: D. C. Heath and Company, 1952) pp. 393-394.

measure up in full degree to all the criteria offered. Nevertheless, some general directives are in order, and were presented in Chapter II to suggest the kind of evaluative thinking that needs to be done about every proposed use of a community resource.

In conclusion it should be pointed out: that the West Marshall Community School District contains a large number of community resources, that these resources are readily available for the improvement and enrichment of the educational program, and that these resources are vital and necessary to the complete educational program provided they are used in a well selected and well planned educational environment.

In an attempt to help foster the use of community resources in the West Marshall Elementary Schools, the writer will place a duplicated copy of the handbook in each elementary school with the start of the fall semester, 1963.

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APPENDIXES

APPENDIX A

Dear Parents:

There are many persons in every community that have special training, interests, talents, or materials that can be very worthwhile in enriching and broadening the curriculum of the elementary schools.

The following questionnaire is an attempt to locate the many resources that are available in the newly formed West Marshall Community School District, and to arrange them so that they can be readily used by the teachers in their planning of classroom activities to benefit their students. We have, in the past, used a few of the people in this community and have found it to be so successful that it is well worth the time and effort to locate many more that are available.

Will you please take the necessary time and effort to complete and return the enclosed questionnaire to your child's teacher or principal as soon as possible.

Yours truly,

Bill Sander
Elementary

APPENDIX B
COMMUNITY RESOURCES SURVEY

1. Name _____
2. Address _____
3. Telephone No. _____
4. Do you have any of the following hobbies? If so, please check.

Collecting stamps_____	Leather craft_____
Collecting Indian relics_____	Woodworking_____
Collecting pottery_____	Photography_____
Collecting antiques_____	Radio_____
Collecting coins_____	Hunting_____
Collecting rocks_____	Fishing_____
Collecting insects_____	Painting_____
Collecting old books_____	Drawing_____
Collecting historical documents_____	Flowers_____
	Flower arranging_____

Others (please explain) _____

5. Do you have any special training, talent, or experience in any of the following areas? If so, please check.

Art_____	Sports_____
Music_____	Transportation_____
Science_____	Communication_____
Writing_____	Local or State History_____
Foreign Language_____	

Others (please explain) _____

6. Would you please check the types of activities in which you would be willing to participate at school?

Will show film strips, slides, or movies_____

Will make a short talk_____

Will show a collection_____

Will give a demonstration_____

7. Would you prefer to
Come to school____
Have the class come to your home____
Have the class come to your place of business____
8. Do you have any experience in raising, training or showing animals or birds?
If so, please explain. _____
9. Do you have any authentic costumes, articles, or relics of foreign countries?
If so, please indicate what. _____
10. What states have you visited within the United States?
Please list. _____
11. Have you taken any trips outside this country?
If "yes" list. _____
12. Do you belong to any local, state, or national organizations?
Please list. _____
13. Do you hold (or have you held) an office in any local, state or national organizations?
Give name of position. _____
14. Do you hold (or have you held) an official office in the town, county, or state government? Yes___ No___
Give name of position. _____

15. Do you have any other special resource that has not been covered in this questionnaire?

Please list. _____

16. Do you know of other people in the community who might have a special interest, talent, or other resource that would be of interest to the students in the elementary school?

Please list. _____
